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NDE 04-059
Due: **June 15, 2016**

ESEA Section 1003(g) School Improvement Grants (SIG) LEA (District) Application

District Name: Walthill Public Schools
County-District Number: 87-0013

Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

Tier I Schools means the five (5) or 5% (whichever is greatest) of all lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

Tier II Schools shall mean the five (5) or 5% (whichever is greatest) lowest ranked secondary schools where the "all students" group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above schools.

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (5) or 5% (whichever is greater of the pool of schools for Tier II will be included.

Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

A District that applies for a School Improvement Grant must serve each of its Tier I schools using one of the seven school intervention models unless the District demonstrates that it lacks sufficient capacity to do so. There will be six school intervention models available to Districts in the 2016-2017 application year as Nebraska does not currently have an approved State-determined model. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has applied for a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that fully implement a SIG model to “start over” in the school improvement timeline beginning in the 2016-2017 school year. Nebraska has also applied for a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold and is fully implementing one of the six intervention models.

Nebraska has applied for a waiver of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2015 school improvement funds for the DEA and all of its LEAs to September 30, 2021.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and should be studied prior to completing this application. The guidance is on NDE’s Title IA School Improvement page at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

All district applications that are approved will be posted at the above url within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at: <http://www2.ed.gov/programs/sif/index.html>.

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these six school intervention models: turnaround model, restart model, school closure, transformation model, evidence-based-whole-school reform strategy, or early learning model. Section 2 of this application contains the description of the six intervention models taken from the U. S. Department of Education guidance. This description identifies all the requirements to be implemented and some permissible activities for each of the six models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities included in its SIG application. Tier III schools that are eligible for, but do not

receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.)

Districts must demonstrate capacity to implement the selected intervention model. A District may apply for up to five years of SIG funding, of which the LEA may use one year of funding for planning and other pre-implementation activities; at least three of the five years must be used for full implementation of the chosen model and up to two additional years of the five may be used for activities related to sustaining reforms. An LEA may not receive more than five years of continuous funding with respect to an individual school. Thus, if an LEA receives a year of funding for planning and other pre-implementation activities, it may receive only one year for activities related to sustaining reforms following full intervention implementation. An LEA may request and receive fewer than five years of funding; however, an LEA receiving an award must use at least three years for full implementation of the selected intervention. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The IPM will have, at a minimum, a current Nebraska teaching certificate. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Available Funds

For the possible five year grants that begin in 2016-17, approximately \$4,500,000 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over five years –2016-17, 2017-18, 2018-19, 2019-20 and 2020-21.

A district may apply for the amount of funds needed to fully and effectively implement one of the six intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for five years per school. There is a minimum of \$50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with less funds. Applications must contain a budget for each of the up to five years of the grant, identifying the costs of implementing an intervention model in each school. When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds available. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a

district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

While the application will be approved for up to five years, it must be reviewed and approved for continued funding each year. There are five considerations for approval for continued funding that will be applied on a school level basis: (1) the school is making progress toward meeting the annual goals for student achievement, (2) the school is making progress on the leading indicators (3) the school is implementing interventions in the school with fidelity to applicable requirements and to the LEA's application. (4) the school is on target, or close to, meeting the timelines identified in the action plans, and (5) the school is spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end. Budget forms are found in a separate EXCEL file at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Supplement, Not Supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see pages 22-23 of March, 2015 USDE *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Increased Learning Time

The definition of "increased learning time" requires additional time for instruction in core academic subjects, additional time for instruction in other subjects and for provision of enrichment activities that contribute to a well-rounded education, *and* additional time for teachers to collaborate, plan, and engage in professional development. Accordingly, to fully implement either the turnaround or transformation model, an LEA must use a longer school day, week, or year to provide additional time for all three types of activities as part of the LEA's comprehensive needs-based plan for turning around the entire school. Although all three components must be included, the Department expects that, in determining precisely how to use increased learning time, an LEA will focus on, and give priority to, providing additional time for instruction in core academic subjects for all students and for teachers to collaborate, plan, and engage in professional development, since these components of increased learning time are most likely to contribute to the overall SIG goal of improving the performance of the entire school.

Application Writing Assistance

NDE will provide meetings and/or conference calls to support the districts intending to apply. Districts are encouraged to review the "Reviewers Rating and Checklist" designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

Nebraska will convene a panel of NDE staff with experience and expertise in Title I and school improvement activities to review all applications. The scoring checklist is included as Appendix B to the District application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes an application for more than one school and may include schools from any Tier. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank-ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

Schools that are finalists must participate in a team interview conference call with NDE staff. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

Applications Timelines

Applications are due by midnight (Central Daylight Time) on **June 15, 2016** and should be submitted electronically to: randy.mcintyre@nebraska.gov. In addition, the District must submit a cover page signed by the District's authorized representative and the president of the school board. This document can either be scanned and submitted via email to the above email address or a hard copy can be mailed to:

Randy McIntyre, School Improvement Coordinator
Nebraska Department of Education
301 Centennial Mall South
PO BOX 94987
Lincoln, NE 68509

Application Contents

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Application Cover Page
- Section 1 – District Information
- Section 2 – School Level Information

Appendices are Included as Separate Documents

- Appendix A – PLAS Identification Process with Diagrams
- Appendix B –Reviewers Rating and Checklist
- Appendix C –Budget Forms. The link to all Budget Forms is found at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

NOTE: When budgeting for the three-year period, NDE would expect to see the budgets decrease each year. Keep this in mind when planning for sustainability after the grant period comes to an end.

A completed application includes the following and should be submitted electronically to randy.mcintyre@nebraska.gov:

- Application Cover Page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Level Information (Completed Section 2 for each school included in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER PAGE

District Name: Walthill Public School	District Mailing Address: Walthill Public School 602 Main St. Walthill, NE 68067
County/District Number:	
District Contact for the School Improvement Grant	
Name: Ed Stansberry	
Position and Office: Superintendent	
Contact's Email Address: estansbe@esu1.org	
Contact's Mailing Address (If different from District Mailing Address listed above):	
Telephone: 402-846-5432	
Fax: 402-845-5932	
President of the School Board (Printed Name): Donald Grant	Telephone: 402-846-5432
Signature of the President of the School Board X _____	Date: June 2, 2016
Authorized Representative of the District (Printed Name): Ed Stansberry	Telephone: 402-846-5432 Email: estansbe@esu1.org
Signature of the Authorized Representative: X _____	Date: June 2, 2016
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

- A.1 Complete the information in the table for each school in the district included in this application. Identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Walthill Elementary School	317830001689	X						X		

- A.2 If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Improvement Plans included in the NCLB Consolidated application, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of six intervention models in any Tier I or Tier II school. Each

intervention model has specific requirements that must be implemented. In Section 2, Descriptive Information School Level, Action Plans, and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

The Walthill Public School District will fully support any school improvement ideas that our school buildings require to meet the required activities detailed in this school improvement grant application. We will not seek funds for the district level support. This is due to the fact that our school is a small PK-12 school. Walthill Public School is AdvancED accredited.

Walthill Elementary School is in year 1 of the Title I School Improvement Status. Our 2014-15 State of the Schools Report results show our need to improve our NeSA reading, math, and writing scores. We were previously off the needs improvement list but fell back on last year. We believe we can get back off the list by providing more educational opportunities for our students from the benefits of the SIG money.

- B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.

The Walthill Public School has the capacity to use the school improvement funds to support school improvement changes in our school. The Walthill School Board fully supports our efforts to achieve our academic goals to meet AYP.

The Walthill Public School has shown the capacity to review the data and show improvements based on our Elementary NeSA and MAPs scores in the past. The elementary school reached our goals of being off the "needs improvement list" in 2013-14. Our school has seen academic gains throughout our building but we need our elementary program to be strong academically and transition those students into our high school.

The Walthill Public School will develop and implement a 5 year plan to reach the state standards in NeSA math, reading and writing. We have met and decided to replace our elementary principal upon receiving the SIG grant. We will hire 1 reading coach and a para professional to work with our staff to improve our reading and writing scores. We will use the corrective reading program to enhance our current program. We will hire an intervention

specialist to meet with students during homerooms and before and after school to keep them on track academically. We will hire a sub once every other week so we can pull out the classroom teacher for a 30 minute consultation with our reading coaches, intervention specialist and principal to update and provide accountability. We will have our project manager in charge of the grant and also spend time improving our family and community involvement to improve our relationships. The Walthill Public School will utilize our data committee and make data-driven decisions to improve our academic scores.

Walthill has shown the capacity to utilize our data team and make data-driven decisions to improve our academic achievement in the elementary school in the past. Walthill is an AdvancED accredited school. Walthill has established team leads, data teams, data retreats, and working with community members to implement our ideas. The administration and staff understands the need for improvement and are willing to work toward that improvement. The Walthill Public School District is an AdvancED accredited school that has highly qualified staff with close to half of our teachers with master degrees. The parents, staff, and community are in support of our efforts to improve our NeSA scores.

- B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

The Walthill High School is not applying for the SIG grant because we believe our NeSA scores and graduation rates will improve when our elementary academic scores improve. We believe we can put our focus on the elementary and we will see changes in our high school within 3 years. Seeing consistency in our elementary academic scores will carry over into our high school and improve their NeSA and graduation rates.

- B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

External assistance would be:

- **Rhonda Jindra – ESU1 coach for our school improvement goals. She will also assist with our AdvancED accreditation.**
- **Carol Rempp – Multicultural awareness and resources**
- **Instructional materials to support our curriculum and BYOC process**

- Interactive board, laptops, and trainings to assist our students and staff to fully utilize our technology in the classroom.
- Technology staff and programs to meet the needs of our students in areas from beginning to advance levels.
- ESU1- has agreed to partner with our district in providing professional development in our areas of need. The professional growth ideas that the Walthill Public School will partner with the ESU#1 upon receiving the funding from this School Improvement Grant will include but not limited to: BYOC, APL training, technology usage in the classroom, and utilizing online classes to prepare our students for college.

The school data team and administration will review our data every year and hold accountable each of our external assistance providers in our goal of meeting AYP.

- B.5 Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

The Walthill Public School District has programs in place to help support the SIG grant. The District will utilize our Title I, Special Education, State Aid, and all other funding sources to provide our students with a quality educational program. Walthill Public School staff meets monthly for AdvancED committee meetings. Every staff member is a part of these AdvancED committees. This includes a data team that meets monthly. The Walthill Public School will also allow time for entire staff meetings to align our curriculum PK-12 to meet State Standards.

- B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

- Some changes may require approval of the local union

The Walthill Public School District will support any changes necessary to fully support the SIG grant ideas of increasing school time. Discussions will be held with the school board, staff and administration to determine our timeline. This will include before / after school hours and summer school. The Walthill Public School District will continue our efforts of student support with smaller class sizes and homeroom teachers.

- B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the District will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and

effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.

The Walthill Public School District will examine possible changes in the budget to help sustain the transformation model. The Walthill Public School District will be able to sustain programs by training our staff to be the leaders and mentors for the future. The ESU1 staff will be fully trained in our transformation ideas and available to provide assistance to sustain our ideas. Our technology upgrades due to the SIG grant opportunity will allow our district to place technology improvements on a rotation basis to maintain our school improvement ideas in our future budgets. The SIG grant will be used to sustain our goals in meeting the needs of our children. Parent Involvement has always been and will continue to be very important to meet our student needs.

- B.8 The District must describe its consultation, as appropriate, with relevant stakeholders regarding the District's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same

Leading Indicators

Leading Indicator	State Goals	District Goals
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AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Same
College enrollment rate (high schools only)	Measurable increase from the previous year	Same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measurable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

Statewide Average Change (From 2013-14 to 2014-15 AYP Data)				
Group	Reading		Math	
	Percentage	District	Percentage	District
All Students	2.15	-1.46	0.71	.81
American Indian / Alaska Native	3.22	-1.99	0.13	2.42
Asian	1.72		0.88	
Black or African American	4.00		2.09	
English Language Learners	4.75	0	0.73	4.55
Hispanic	4.04		1.51	
Native Hawaiian or Other Pacific Islander	5.12		1.99	
Special Education Students	3.15	-4.29	0.45	10.71
Students Eligible for Free and Reduced	3.26	-0.78	0.84	4.35
Two or More Races	3.91		1.91	
White	1.53		0.48	

- B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

The Walthill Public School has been discussing the SIG funds all year. Administrative, staff, school board, and parent meetings have taken place in discussing the SIG grant. Each stakeholder understands their important role in accomplishing our goals. Discussion was held about the changes that need to occur to improve our Elementary School, and our NeSA math, reading and writing scores. The Walthill Public School will hire a new elementary school principal for the 2016-17 school year. We see a need for reading coach, para professional, and intervention specialist to work with our students and parents. Parents and Tribal Courts have been involved in discussions on what the school could change to increase our attendance rate and ultimately increase our State NeSA scores. We are currently working with the Omaha Tribal Courts in addressing our attendance issues. The Walthill Public School motto is: High Expectations in a Safe Environment.

- B.10 Describe how families and community will be meaningfully engaged on an “on-going” basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.

The Walthill Public Elementary School will continue to host monthly family fun nights to engage our families and community. These family fun nights have been very successful in engaging our families with our school. The families have provided us with meaningful feedback of what they want for their children. Walthill Public Elementary will continue to host 2 parent/teacher conferences per year. Parents will be provided access to their child's grades on our GoEDU online system and provide feedback on our progress in meeting our school improvement goals. Progress reports will be sent home every 4 weeks. Parents who do not have computer access can utilize our library computers.

- B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.

Walthill Elementary will hire 2 reading coaches to work with our staff to improve our reading and writing scores. We will use the corrective reading program to enhance our current program. We will hire a sub once every other week so we can pull out the classroom teacher for a 30 minute consultation with our reading coaches, intervention specialist and principal to update and provide accountability. The intervention specialist will provide more one to one attention to students and families. The intervention specialist will help during the transition periods from lower to upper elementary classrooms. The project manager will be able to visit family homes to discuss attendance issues, grades, and future plans for their child. Walthill Public School has established team leads, data teams, data retreats, and working with community members to implement evidence based strategies and make data driven decisions to improve our student achievement.

- B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A budget for "Planning/Pre-Implementation Activities" is included on the budget pages.

Planning/pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) represent a meaningful change that has promise for improving student achievement from prior years and is research based, (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the "supplement not supplant" requirement.

Allowable activities for planning/pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

The Walthill Public Schools will be purchasing additional instructional materials and any necessary professional development to meet the needs of our students. The Walthill Public School will provide stipends for our staff to attend in-service. We will support the Native American Symposium which brings in outside experts on Native American Education.

PART C. LEA-LEVEL BUDGET

A LEA-level budget is needed *only* if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the planning/ pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of planning/ pre-implementation costs included in LEA-level budgets.
- C.2. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

The EXCEL Spreadsheet contains all budget pages, from three to five years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.

NOTE: NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

PART D. ASSURANCES

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements.

PART E. WAIVERS

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the schools Needs Improvement plan. These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and is on NDE's Title I-A school improvement homepage at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using **2014-15** data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	NA
(2) Graduation rate (AYP graduation rate for high schools only)	NA
(3) College enrollment rate (high schools only)	NA
Leading Indicators	
(4) Number of minutes within the school year	72739
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	NA
(6) Dropout rate (total for high schools only)	NA
(7) Student attendance rate	84.42
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	13
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Walthill Elementary School's areas of need are NeSA math, reading, and writing scores. The transformation model will provide the school with the needed funds to have high expectations in a safe environment for our students. The Walthill Elementary school will hire a new principal for the 2016-17 school year to address our NeSA scores. The staff will develop instructional practices that enhance our curriculum and technology to meet the needs of students in the acquisition of skills to improve our NeSA scores. We will hire 1 reading coach and a para professional to work with our staff to improve our reading and writing scores. We will use the corrective reading program to enhance our current program. We will hire an intervention specialist to meet with students during homerooms and before and after school to keep them on track academically. We will hire a sub every week so we can pull out the classroom teacher for a 30 minute consultation with our reading coach, intervention specialist and principal to update and provide accountability. We will have our project manager in charge of the grant and also spend time improving our family and community involvement to improve our relationships. The Walthill Public School will utilize our data committee and make data-driven decisions to improve our academic scores. The missing data in numbers 1-6 is related to our high school and/or not applicable for our elementary.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

Walthill Elementary School would like to offer more instructional hours by offering more before / after school programs and summer school. We have seen this educational benefit but can't sustain it consistently due to budget constraints. We are in the process of working with our ESU#1 in the BYOC process to update our curriculum. We always need upgrades in our technology area with additional interactive boards, computers, Wi-Fi connections in the classroom. Walthill Elementary School would like to provide more gifted/accelerated programs.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile

The Walthill Elementary School is blessed with a nice mixture of veteran and new teachers that work collaboratively to incorporate our school improvement goals. Our staff have attended professional development opportunities in the SEPA science area, NETA technology, google trainings, reading, writing, and math workshops and other opportunities provided by the ESU#1 or area agencies. Our staff is willing to meet after school hours to help implement new strategies. Lack of funding in the past has prevented the school from implementing intervention strategies and implementing some of our professional development trainings. Walthill could provide our staff with necessary staff development to help implement programs to increase our NeSA scores. The transformation model could provide the funding to recognize staff members who accomplish the school professional learning goals.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

(e)

Walthill would utilize the grant money to align our curriculum and improve our instructional practices to meet AYP. We want to provide a reading coach, para professional, and an intervention specialist to work with our students and parents. We would need stipends paid to teachers to allow our staff the opportunity to collaborate on instructional strategies and not take away student contact time.

Instructional Practices would include but not limited to:

1. Continue to analyze the assessment data – work with our reading coaches and intervention specialist.
2. Analyze student learning and adjust instruction if needed
3. Continue RTI and full inclusion process
4. Continue to implement more technology for students- get closer to one-to-one computers for our students
5. Prepare students for the transition periods

- (f) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

Walthill Elementary School is AdvancED accredited. We had our AdvancED visit in February of 2016. The AdvancEd scores ranked above the national average in all categories. Walthill Elementary School needs to focus on our NeSA scores. With the additional funds we will be able to replace our principal and hire 1 reading coach and para professional to work with our staff to improve our reading and writing scores. We will use the corrective reading program to enhance our current program. We will hire an intervention specialist to meet with students during homerooms and before and after school to keep them on track academically. We will hire a sub every week so we can pull out the classroom teacher for a 30 minute consultation with our reading coaches, intervention specialist and principal to update and provide accountability. We will have our project manager in charge of the grant and also spend time improving our family and community involvement to improve our relationships. The Walthill Public School will utilize our data committee and make data-driven decisions to improve our academic scores. We currently share a lot of our technology equipment such as laptops and I-pads. The SIG funds would allow us to improve our Wi-Fi and provide students with close to a one-to one computer program. The upgrades in technology will be used for the gifted/accelerated students, for the student who needs additional skill review, and for our credit recovery programs to keep our students on track to graduate. The Walthill Public School board will support any school improvement changes necessary to meet AYP.

- (g) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

Walthill Public Schools met with the school board, administrative team, staff, students, and parents in selecting the transformation model. The Walthill School Elementary staff meets monthly to assist each other, discuss ways to improve instructional practices for our students, and to bring suggestions to the administration. Each stakeholder understands their important role in accomplishing our goals.

A.2. Action Plans

Action Plans for Tier I and Tier II Schools

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the six models provided below.

Six School Intervention Models (from USDE Guidance)

(a) Turnaround model:

(1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
 - (A) *Screen all existing staff and rehire no more than 50 percent; and*
 - (B) *Select new staff;*
- (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
- (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
- (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*
- (vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
- (vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
- (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
- (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*

(2) *A turnaround model may also implement other strategies such as--*

- (i) *Any of the required and permissible activities under the transformation model; or*
- (ii) *A new school model (e.g., themed, dual language academy).*

(b) Restart model: *A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.*

(c) School closure: *School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.*

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

- (A) Replace the principal who led the school prior to commencement of the transformation model;
- (B) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that----
 - (1) Will be used for continual improvement of instruction;
 - (2) Meaningfully differentiate performance using at least three performance levels;
 - (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
 - (4) Evaluate teachers and principals on a regular basis;
 - (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - (6) Will be used to inform personnel decisions.
- (C) Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and
- (D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and
- (C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a schoolwide "response-to-intervention" model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

(e) Evidence-Based Whole-School Reform Model: An evidence-based whole-school reform model must be supported by evidence of effectiveness including at least one study of the model that:

(1) Meets What Works Clearinghouse evidence standards with or without reservations (i.e., is a qualifying experimental or quasi-experimental study);¹

(2) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and

(3) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 C.F.R. § 77.1.

Multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements above.

An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. The Department intends to publish a list of such models and will notify SEAs when that list is available. (For more information on the review and identification process, see <http://www2.ed.gov/programs/sif/npr-wholeschlreform.html>.)

- (f) Early Learning Model: *An early learning model is one in which an LEA does each of the following in an elementary school:*
- (1) Offers full-day kindergarten;*
 - (2) Establishes or expands a high-quality preschool program;*
 - (3) Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;*
 - (4) Replaces the principal who led the school prior to commencement of the early learning model;*
 - (5) Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement;*
 - (6) Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;*
 - (7) Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system;*
 - (8) Uses data to identify and implement an instructional program that—*
 - a. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and*
 - b. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;*
 - (9) Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and*
 - (10) Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.*

Rural Flexibility

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity within the last two years, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five-year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five-year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Planning/Pre-Implementation Action Plan 1 Turnaround Intervention Model	
Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement Activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Planning/Pre-Implementation Action Plan 2 Turnaround Intervention Model (Add Additional Lines as Needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Action Plan Turnaround Intervention Model - 1	
Requirement(i): Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 2	
Requirement(ii): Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	

Cost for duration of grant	
Action Plan Turnaround Intervention Model - 3	
Requirement (iii):	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 4	
Requirement (iv):	Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 5	
Requirement (v):	Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or State, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 6	
Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 7	
Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 8	
Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Turnaround Intervention Model - 9	
Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Turnaround Intervention Model Permissible Activities – Copy and complete as many as needed.

Permissible activity:	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Turnaround Intervention Model. (Add more lines if needed)

Action Plan Restart Intervention Model - 1

Requirement: Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Restart Intervention Model. (Add more lines if needed)

Action Plan School Closure Intervention Model - 1	
Requirement: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model	
Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model (Add Additional Lines as Needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Action Plan Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness	
(A) Replace the principal who led the school prior to commencement of the transformation model	
NOTE: This requirement is an option for Tier III schools.	
Activity	Walthill will replace the elementary principal for the 2016-17 school year
Key steps	Hire a new principal to start the 2016-17 school year.
Start Date	July 2016
Full implementation date	August 2016
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$0

Action Plan Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness

(B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that-

- (1) Will be used for continual improvement of instruction;
- (2) Meaningfully differentiate performance using at least three performance levels;
- (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
- (4) Evaluate teachers and principals on a regular basis;
- (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) Will be used to inform personnel decisions

Activity	The Walthill Public School worked with the ESU1 and Sue Pressler following the Charlotte Danielson model to create a quality evaluation system that takes into account student growth. This was implemented in the fall of 2012 and NDE approved.
Key steps	This work is in collaboration with teacher, principals, superintendent, and school board to develop a quality evaluation system. This new evaluation tool was submitted to NDE for final approval. This includes professional growth plans as part of the evaluation process. The principal will have ongoing professional development training to be an effective evaluator. Teachers will be provided training through PD 360 professional development.
Start Date	August 2016
Full implementation date	August 2016
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent/Principal
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 3

Requirement (1C): Developing and increasing teacher and school leader effectiveness

(C) Use the teacher and principal evaluation and support system described above to Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so

NOTE: This requirement is an option for Tier III schools.

Activity	The Walthill Public School will continue to implement our evaluation system. The ESU1 will provide ongoing professional development.
Key steps	Walthill Public School will reward teachers based on our evaluation system. Administration and staff will need to meet to understand the evaluation and reward system. Teacher improvement plans will be implemented if student data does not show growth.
Start Date	August 2016
Full implementation date	August 2016
Person(s) responsible	Principal
Monitor and evaluate	Superintendent
Cost for duration of grant	\$4000

Action Plan Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness
(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	Implement our evaluation system that includes incentive pay for effective teachers based on student growth and professional growth plans. Recruit/retain staff necessary to implement our school improvement plan to increase our graduation rate, attendance, and NeSA scores to State requirements.
Key steps	Work towards the negotiated agreement with the teachers that reward teachers based on student growth and professional growth plans. Involve all stakeholders in the recruitment/retaining of staff to fully implement our school improvement process. Provide our staff with necessary training to raise our student test scores.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Superintendent , Principal
Monitor and evaluate	Superintendent
Cost for duration of grant	\$4,000

Action Plan Transformation Intervention Model - 5

Requirement (2A): Comprehensive instructional reform strategies:
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	Walthill will hire an intervention specialist to examine and analyze our student data. Intervention specialist will meet with students and contact parents about their academic needs and accomplishments. Our reading coach and intervention specialist will meet regularly to examine our student data and make necessary changes to our instructional practices. Walthill will identify, select, and review instructional practices necessary to fully implement our school improvement process. Our AdvancED teams will continue to meet monthly to review instructional practices and curriculum alignment to meet state academic standards.
Key steps	Hire Intervention specialist. Review student data and identify instructional needs. Provide calendar changes necessary to accommodate AdvancED team meetings. Provide staff development to examine and analyze student data.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Intervention Specialist/Reading Coach/AdvancED Team
Monitor and evaluate	Project Manager/ Principal
Cost for duration of grant	\$344,890

Action Plan Transformation Intervention Model - 6

Requirement (2B): Comprehensive Instructional reform strategies

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

Activity	The Walthill Elementary School will base their instructional practices based on student data and best practices. Walthill will analyze their MAPS data and NeSA scores to determine our reform strategies. Walthill may utilize the ESU1 for external assistance in these decisions.
Key steps	Provide staff training on examining student data and how to analyze the data. Review research-based instructional practices. Use the BYOC process to improve our curriculum and instructional practices. Make decisions on instructional practices based on this student data.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Intervention Specialist/Classroom Teachers/ ESU#1
Monitor and evaluate	Project Manager/ Principal/ Superintendent
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 7

Requirement (2C): Comprehensive Instructional reform strategies

(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	Walthill Elementary School will hire a reading coach. We will provide our staff with professional development trainings for our corrective reading program. Walthill will also provide professional development in Language Arts and Math as required with other sources. The Walthill Elementary School will focus on our data to check our NeSA scores, and student growth to meet our school improvement goals.
Key steps	Hire a reading coach and provide professional development in Reading, Language Arts and Math. Continue training of staff for sustainability on data examination, technology training and implementation of the BYOC process. Make calendar adjustments for professional development. Establish staff meeting dates and times for implementation and collaboration among staff.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Project Manager/Reading Coach/ESU#1 staff/outside providers as needed
Monitor and evaluate	Project Manager/Principal
Cost for duration of grant	\$321,270

Action Plan Transformation Intervention Model - 8

Requirement(3A): Increasing learning time and creating community-oriented schools

(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

Activity	Extend our before/after school program and summer school for increased academic learning time
Key steps	District will hire and pay for the personnel to fully implement this program. Keep the facility open for extra hours and more available for student access.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Project Manager
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 9

Requirement(3B): Increasing learning time and creating community-oriented schools

(B) Provide ongoing mechanisms for family and community engagement

Activity	Provide computers for the classrooms and community library for the parents and students to utilize for academic progress and communication with school personnel. Family fun nights and community activities scheduled to build our community engagement with our school.
Key steps	Provide the computers in the classrooms and community library. Keep library open after school hours. Provide computer training for parents so they can have knowledge of student grades and attendance.

Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Principal/Community Liaison
Monitor and evaluate	Project Manager/Community Liaison
Cost for duration of grant	\$15,000

Action Plan Transformation Intervention Model - 10

Requirement(4A): Providing operational flexibility and sustained support

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

Activity	The Walthill Elementary School will hire a community liaison, para professional, and IPM to provide more individual attention to students and meet our school improvement goals. The community Liaison person will be responsible for: implementing our corrective reading program, building community relationships, setting up family fun nights, visiting parents in their homes to improve student attendance and academic scores. A lot of the community liaison duties will require working extra hours in the evenings. Our para professional will work directly with our students to improve our academic scores. Our IPM will work collaboratively with our team and oversee the entire project. We will adjust the calendar and school time to reach our goals. Walthill Elementary School will examine the budget to meet the needs of our students.
Key steps	Start the process of hiring staff and implementing the changes to meet our school improvement goals. Examine the budget for the 2016-17 school year to implement the necessary changes.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Superintendent/Principal/Community Liaison/Project Manager
Monitor and evaluate	Project Manager
Cost for duration of grant	\$621,850

Action Plan Transformation Intervention Model - 11

Requirement(4B): Providing operational flexibility and sustained support

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Activity	The ESU#1 will provide our ongoing, intensive technical assistance and support. The ESU1 will provide Walthill with a quality data program to analyze our MAPS and NeSA data. Work with the NDE staff on ideas to reach our AdvancED school improvement goals.
Key steps	Data team will receive ongoing training from the ESU1 on examining student data and making instructional strategies based on this data. Train staff members to maintain and sustain this key element for our school improvement process.
Start Date	August 2016
Full implementation date	May 2017
Person(s) responsible	Superintendent/Principal/Intervention Specialist
Monitor and evaluate	Project Manager
Cost for duration of grant	\$0

Transformation Intervention Model - Copy and complete as many as needed.**Permissible Activities**

Activity	
----------	--

Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Evidence Based Whole School Model - 2	
Requirement(2): Implemented for all students in a school	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Evidence Based Whole School Model -3

Requirement (3) Address, at a minimum and in a comprehensive manner the following:

(a) School Leadership

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Evidence Based Whole School Reform Model - 4

Requirement (3): Address, at a minimum and in a comprehensive and coordinated manner:

(b) Teaching and learning in at least one full academic content area (including professional development for educators)

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Evidence Based Whole School Reform Model - 5

Requirement(3): Address, at a minimum and in a comprehensive and coordinated manner:

(c) Student non-academic support

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Evidence Based Whole School Reform Model - 5

Requirement(3): Address, at a minimum and in a comprehensive and coordinated manner:

(d) Family and community engagement

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Evidence Based Whole School Reform Model. (Add more lines if needed)

Planning/Pre-Implementation Action Plan 1 Early Learning Model

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Planning/Pre-Implementation Action Plan 2 Early Learning Model
(Add Additional Lines as Needed)**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Action Plan Early Learning Model - 1

Requirement (1): Offer full-day kindergarten

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 2	
Requirement (2): Establishes or expands a high-quality preschool program	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 3	
Requirement (3): Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 4	
Requirement (4): Replaces the principal who led the school prior to commencement of the early learning model	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 5	
Requirement (5): Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 6

Requirement (6): Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 7

Requirement (7): Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model – 8(a)

Requirement(8a): Uses data to identify and implement an instructional program that-

(a) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model – 8(b)

Requirement(8b): Uses data to identify and implement an instructional program that-

- (b) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model – 9

Requirement (9): Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Early Learning Model - 10

Requirement(10): Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Transformation Early Learning Model - Copy and complete as many as needed.

Permissible Activities	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Learning Model.
(Add more lines if needed)

Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

Planning/Pre-Implementation Action Plan Tier III – Improvement Activities

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Planning/Pre-Implementation Action Plan Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Action Plan Tier III – Improvement Activities	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Action Plan Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

A.3 Additional School Information

a – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2015-2016 school year	70.72
b – Total number of reading subgroups not making adequate yearly progress for the 2014-2015 school year	3
c – Total number of math subgroups not making adequate yearly progress for the 2014-2015 school year	3

PART B. BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting for each of the three to five years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the total grant Summary Budget and District Summary Budget form.

NOTE: When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding year 1 if it is a planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

Budget forms are found in a separate EXCEL file at:

http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Appendices (Included as a Separate Documents)

- **Appendix A: NDE Persistently Lowest Achieving Schools (PLAS) Selection Process**
- **Appendix B: Reviewers Rating Rubric and Checklist**
- **Appendix C: Budget Pages**

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name:
Walthill Public School

NDE County District No:
87-0013

School Name:
Walthill Elementary School

NDE School ID:
87-0013-002

SIG Model Selected for this School

Mark selected model with an "X" below

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Year 1 Budget (2016-17)

Indicate Year 1 Activities by marking an "X" below

Planning and/or Pre-Implementation Activities	
Full Implementation	X

Brief Description (i.e. Name or Job Title)		Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	Project Manager	0.50	77,000.00	\$38,500
	Reading Specialist	1.00	55,000.00	\$55,000
	Intervention Specialist	1.00	50,000.00	\$50,000
	Para Professional	1.00	25,000.00	\$25,000
	Community Liaison	0.50	77,000.00	\$38,500

Waltham Public School

87-0013

Walthill Elementary School

87-0013-002

100s Total	\$207,000
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2005 Total	\$62,100
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300s Total	\$0
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400s Total	\$12,000
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Walthill Public School
87-0013
Walthill Elementary School
87-0013-002

[illegible]

(Reasonable and Necessary to Support the Purposes of this Grant)

Year 1 Budget Total

\$292,300

Year 2 Budget (2017-18)

**Indicate Year 2
Activities by marking
an "X" below**

Full Implementation

X

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
Project Manager	0.50	79,000.00	\$39,500
Reading Specialist	1.00	56,600.00	\$56,600
Intervention Specialist	1.00	51,500.00	\$51,500
Para Professional	1.00	25,500.00	\$25,500
			\$0
Community Liaison	0.50	79,000.00	\$39,500

Walthill Public School

87-0013

Walthill Elementary School

87-0013-002

[illegible]

Brief Description
P. Manager- Insurance, Retirement, Social Security, Medicare
R. Specialist-Insurance, Retirement, Social Security, Medicare
I. Specialist-Insurance, Retirement, Social Security, Medicare
Para Professional-Insurance, Retirement, Social Security, Medicare
Comm. Liaison-Insurance, Retirement, Social Security, Medicare

[illegible][illegible]

Brief Description

Walthill Public School

87-0013

Walthill Elementary School

87-0013-002	
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[illegible]

Brief Description	TOTAL Cost from Above	Percentage	Total for Row
P. Manager- Insurance, Retirement, Social Security, Medicare	40,750.00	30.00%	\$12,225
R. Specialist-Insurance, Retirement, Social Security, Medicare	58,300.00	30.00%	\$17,490
I. Specialist-Insurance, Retirement, Social Security, Medicare	53,100.00	30.00%	\$15,930
Para Professional-Insurance, Retirement, Social Security, Medicare	26000.00	30.00%	\$7,800
Comm. Liaison-Insurance, Retirement, Social Security, Medicare	40750.00	30.00%	\$12,225
			\$0
			\$0

[illegible][illegible]

Brief Description	Quantity	Amount per Item	Total for Row
			\$0

District Name:	Walthill Public School
NDE County District No:	87-0013
School Name:	Walthill Elementary School
NDE School ID:	87-0013-002

Capital Outlay					
					\$0
					\$0
					\$0
					\$0
					\$0
		500s Total			\$0
600 Travel/ Professional Development		Brief Description	Number Participating	Cost per Person	Total for Row
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
		600s Total			\$0

Indirect Costs		(Reasonable and Necessary to Support the Purposes of this Grant)			
Year 3 Budget Total					\$284,570

(Optional) Year 4 Budget (2019-20)

Indicate Year 4
Activities by marking
an "X" below

Full Implementation	X
Sustaining Reforms	

Salaries		Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100		Project Manager	0.50	84,000.00	\$42,000
		Reading Specialist	1.00	60,000.00	\$60,000
		Intervention Specialist	1.00	54,700.00	\$54,700
		Community Liaison	0.50	84,000.00	\$42,000
					\$0
					\$0
					\$0

Walthill Public School

WASH STATE SCHOOL	87-0013
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Walthill Elementary School

87-0013-002	Various Electrical Y Cords
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[illegible]

Brief Description	TOTAL Cost From Above	Percentage	Total for Row
P. Manager- Insurance, Retirement, Social Security, Medicare	42,000.00	30.00%	\$12,600
R. Specialist-Insurance, Retirement, Social Security, Medicare	60,000.00	30.00%	\$18,000
I. Specialist-Insurance, Retirement, Social Security, Medicare	54,700.00	30.00%	\$16,410
Comm. Liaison-Insurance, Retirement, Social Security, Medicare	42000.00	30.00%	\$12,600
			\$0
			\$0
			\$0

[illegible][illegible]

Brief Description	Quantity	Amount per Item	Total for Row
			\$0

District Name:	Walthill Public School
NDE County District No:	87-0013
School Name:	Walthill Elementary School
NDE School ID:	87-0013-002

Capital Outlay					
					\$0
					\$0
					\$0
					\$0
					\$0
500s Total					\$0

600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
600s Total				\$0

Indirect Costs	(Reasonable and Necessary to Support the Purposes of this Grant)	
Year 4 Budget Total		\$258,310

(Optional) Year 5 Budget (2020-21)
 Indicate Year 5
 Activities by marking
 an "X" below

Full Implementation	
Sustaining Reforms	X

100 Salaries	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
	Project Manager	0.50	86,500.00	\$43,250
	Intervention Specialist	1.00	56,000.00	\$56,000
	Community Liaison	0.50	86,500.00	\$43,250
				\$0
				\$0
				\$0
				\$0
				\$0

District Name:	Walthill Public School
NDE County District No:	87-0013
School Name:	Walthill Elementary School
NDE School ID:	87-0013-002

Capital Outlay					
					\$0
					\$0
					\$0
					\$0
					\$0
				500s Total	\$0
	Brief Description	Number Participating	Cost per Person	Total for Row	
600 Travel/ Professional Development					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
				600s Total	\$0

Indirect Costs

(Reasonable and Necessary to Support the Purposes of this Grant)

Year 5 Budget Total

\$185,250

Total School Budget for Time Period of Grant

\$1,311,010

